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ABSTRACT

This paper briefly examines three publications that lay out strategies for U.S. economic competitiveness in the future: the U.S. Department of Education's report "America 2000: An Education Strategy," in response to the President's message of April 1991; the report of the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS), "What Work Requires of Schools," June 1991; and the report of the Commission on the Skills of the American Workforce, "America's Choice: High Skills or Low Wages!" June 1990. The paper aims to: (1) present the fundamental ideas among these three cornerstone work force preparation strategies; (2) identify their common ground as well as the areas where they build upon one another or part company; and (3) set up a crosswalk as a way of looking at work force preparation strategies so that other papers and proposals can be added for comparison and contrast. After a brief introduction, the paper focuses upon the following employment and training issues: Who authorized the three strategies? and How does each of the strategies view its mandates, basic recommendations, standards or competencies, relationship to the Job Training Partnership Act and the Employment Service, financing, and the role of business? The paper then presents, in sequence, summaries of each paper's basic position on the issues. Some editorial comment about relationships is included. Sources for further information on the three strategy papers are listed. (KC)

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# THREE STRATEGIES....ONE FUTURE
## A "Crosswalk" Among Three Proposals Shaping America's Workforce Preparation Policy

**A Technical Assistance Document**
**Prepared By The Boston Regional Office**
**of the U.S. Department of Labor .**
**Employment and Training Administration**
**January 1992**

U.S. DEPARTMENT OF EDUCATION
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This "crosswalk" paper was prepared to help New England employment and training programs think about and discuss the issue of workforce preparation. As a tool to stimulate discussion it should not be viewed as reflecting official Department of Labor positions, policies, or language.

THREE STRATEGIES.....ONE FUTURE
A "Crosswalk" Among Three Proposals Shaping America's
Workforce Preparation Policy

## BACKGROUND

Eight years ago the National Commission on Excellence in Education declared America a Nation At Risk. This publication was the opening salvo in a steady barrage of papers, reports and recommended solutions from varried sources including the American Society for Training and Development (America and the New Economy) and the National Governors' Association (Educating America: State Strategies for Achieving National Education Goals). Each was aimed at helping the country achieve a world class, globally competitive workforce. This paper chooses to look at three particular strategies which we view as cornerstones at this point in time:

1. The President's America 2000 Education Strategy (April 1991).

2. The Report of the Secretary of Labor's Commission On Achieving Necessary Skills (SCANS) entitled What Work Requires of Schools (June 1991).

3. The Report of the Commission on the Skills of the American Workforce entitled America's Choice: High Skills or Low Wages! (June 1990).

## PURPOSE

This paper has three purposes:

* To lay out the fundamental ideas among these three "cornerstone" workforce preparation strategies

* To identify their common ground as well as the areas where they build upon one another or part company, and

* To set up a crosswalk "way of looking" at workforce preparation strategies so that other papers and proposals can be added for comparison and contrast.

This paper is not a substitute for the publications. They speak for themselves with the detail necessary to explain what their authors had in mind. While both America 2000 and What Work Requires of Schools (The SCANS Report) are "companion pieces" this paper will treat them separately along with America's Choice in order to best illustrate the relationships among the three.

## FORMAT

After a brief introduction, the paper focuses upon key employment and training issues such as STANDARDS or FINANCING. It then lays out in sequence, simple summaries of each paper's basic position on the issue. Some editorial comment about relationships is included where appropriate.

THREE STRATEGIES....ONE FUTURE

## Introduction

All three of the cornerstone workforce preparation stategies are in rough **AGREEMENT** on three fundamental ideas:

1. America is currently in trouble regarding its ability to compete internationally. Unless the issue of workforce preparation is addressed now, the problem will get worse.

2. The best kinds of solutions are local solutions. The individual American community is the location where the necessary changes must occur.

3. Standards of achievement in a world of high performance business and institutions (clearly defined competencies) are the key element in successful workforce preparation.

The strategies show the greatest **DIFFERENCES** of opinion (America 2000 and SCANS versus America's Choice) on two fundamental issues:

1. A marketplace/volunteer approach to the implementation of local solutions versus a stronger national hand.

2. The nature and duration of financial investment in the effort.

THREE STRATEGIES....ONE FUTURE

## Issues Addressed In This "Crosswalk" Paper

- Who Authored These Three Cornerstone Strategies?
- How Do/Did Each of These Strategies View Their Mandate?
- Basic Recommendations
- Standards or Competencies
- Relationship To the Job Training Partnership Act (JTPA) And The Employment Service (ES)
- Financing
- The Role of Business
- For More Information

## THREE STRATEGIES...ONE FUTURE
"Crosswalk" Summary

| | America 2000 | SCANS | America's Choice |
|---|---|---|---|
| Authors | White House and DOE | Government Commission | Non-Government Commission |
| Mandate | Crusade, not a program, to implement goals of President and governors | Define work place know how for schools parents and business | Define changes necessary in education, training and organization of work |
| Recommends | 6 educational goals; 4 tracks. Today's and Tomorrow's students, New generation of schools, focus on community. | 3 part foundation and 5 specific competencies. Describes levels of proficiency and scenarios at work. | 5 recommendations on standards, credentials, high performance work organizations, finance and governance. |
| Competencies | Standards for 5 core subjects by national panel. Assessed thru American Achievement Tests (voluntary) in grades 4, 8, and 12 | To be used by national panel in setting standards and designing tests for America 2000. | Certificate of Initial Mastery required at age 16 for entry into training or education. Set by independent entity. Cumulative required assessments. |
| Financing | $690M for 535+ New American Schools. $150-$200M (private dollars for experiment). All 1-time costs. Done by 1996. All other $ local. | None. | Transfer of $ for dropouts from losing school to youth center. Guaranteed post HS $ for students recouped thru income tax. 1% employer payroll tax for national fund. |
| Business | Raises $150-$200M. Provides research and development. Uses standards in hiring. Provide people and resources. | Reorganize into high performance companies. Recognize competencies for hiring. Make sure schools teach them. | Help define standards. Reorganize into high performance companies. Serve on local labor market boards. Pay 1% tax. |

| | America 2000 | SCANS | America's Choice |
|---|---|---|---|
| ES/JTPA | Silent. Could be a Skill Clinic location. | JTPA asked to teach the competencies. | PICs could be labor market boards. JTPA ES structures could be built upon. |
| Information | 1-800-USA-LEARN | 1-800-788-SKILL | Write National Center on Education and the Economy. |

THREE STRATEGIES....ONE FUTURE

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ISSUE: Who Authored These Three "Cornerstone" Strategies?

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America 2000: As most often presented nationally by the President himself or his Secretary of Education Lamar Alexander, America 2000 is a not the product of a special commission, governmental or otherwise. It is a national stragegy based upon broad educational goals agreed upon by the President and the Governors at a special education summit held in 1990. It is a product of the White House and the Department of Education. There is much private sector and educational involvement in the implementation phases. Also, Secretary Alexander's letters introducing America 2000 makes special mention of the way different sectors' viewpoints are and will be incorporated into its accomplishment. He notes that David Kearns (former Chairman of Xerox) is the Deputy Secretary of Education and that Diane Ravitch (education historian from Columbia University) is the Assistant Secretary for Educational Research and Improvement.

The SCANS Report: This is the product of a special commission created by former Secretary of Labor Elizabeth Dole. It is called The Secretary's Commission on Achieving Necessary Skills. It is chaired by former Secretary of Labor William Brock. The report is based on discussions with business owners, educators, employers (public and private), unions, workers and supervisors from shops, plants, stores and schools across the country. Commission members were also representatives of these groups. Names familiar to the New England region include: John Zimmerman of MCI Communications, Bruce Carswell of GTE Corporation, Badi Foster of Aetna Life and Casualty, Frank Doyle of General Electric, Roger Semerad of RJR Nabisco and Lauren Resnick of the University of Pittsburgh.

America's Choice: This is the product of a non-governmental entity called the Commission On the Skills Of The American Workforce. This 34 member commission was chaired by Ira Magaziner, the President of SJS Incorporated. The report is sometimes referred to as "the Magaziner" report. Some of the commissioners on this entity also served on SCANS and/or are closely related to the America 2000 effort and other DOL workforce preparation activities. EXAMPLES: William Brock, Lauren Resnick and Badi Foster served on SCANS and the Choices Commission. Other names familiar to the New England Region include: Ray Marshall (former Secretary of Labor), Anthony Carnevale (American Society for Training and Development), William Kolberg (President, NAB) and William Spring (VP for District Community Affairs at the Federal Reserve Bank).

ISSUE: How Do/Did Each of These Strategies View Their Mandate?

America 2000: As articulated by the President and Secretary Alexander, America 2000 is a national strategy, not a federal program. It is a long-term strategy to help make this land all that it should be - a nine-year crusade to move us toward the six ambitious National Education Goals that the President and the Governors adopted in 1990 to close our skills-and-knowledge gap. It anticipates major change in our 110,000 public and private schools, changes in every American community, change in every American home, and change in our attitude about learning. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education, and recognizes the private sector as a vital partner too. The Federal role is "limited" and includes setting standards, highlighting examples, contributing some funds, providing flexibility in exhange for accountability, pushing and prodding.

The SCANS Report: The Secretary's Commission was created to (1) define the skills needed for employment (2) to suggest ways to assess proficiency and (3) develop a dissemination strategy for the nation's schools, business, and homes. It asks that parents insist that their sons and daughters master the "workplace know-how" which it has defined and that their local schools teach it. It asks that employers orient their business practices to hiring and developing this know-how in employees, and that eduators instill in students the perspective on reults that SCANS skills define.

America's Choice: The report examines the current state of America's international competitiveness in a global market and concludes that fundamental changes are necessary in both education and the organization of work. Business executives were asked to define their market and their competitive environment, what the drivers were of competitive success in their industry, how they organized their workplace, how their work organization was changing, what skills they needed their workers to have and what they were doing to make sure these were addressed. They were also asked what government services they used. Similar types of questions focusing more closely on skills were asked on the shop floor, office or construction site. The report provides alternatives for America, a framework for developing a high quality American education and training system, closely linked to high performance work organizations. The Commission believes that the alternatives it has recommended have the potential not only to put America on equal footing with competitors but allow us to leap ahead to build the world's premier workforce.

ISSUE: Basic Recommendations

America 2000: Six national education goals to be accomplished by the year 2000: (1) All children will start school ready to learn (2) High School Graduation Rate will increase to at least 90% (3) American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter including English, math, science, hisory and geography, and every school in America will ensure that all students learn to use their minds well in preparation for citizenship and productive employment (4) U.S. students first in the world in science and math achievement (5) Every adult American will be literate and possess knowledge and skills necessary to complete (6) every school in America free of drugs and violence and will offer a disciplined environment conductive to learning. Four Tracks to achieve the goals: (1) For today's students - better/more accountable schools (2) For tomorrow's students - a new generation of American schools, at least 535 of them by 1996 (3) For yesterday's students - transform American into a "Nation of Students" (4) Make communities a place where learning can happen.

The SCANS Report: Workplace know-how has a 3-part foundation. (1) basic skills (2) thinking skills (3) personal qualities. Five key competencies that work demands. (1) managing resources (2) understanding systems (3) interpersonal skills (4) working with technology (5) aquisition and use of information. The report provides different scenarios to show how these foundation skills and competencies play out in real life work situations. It describes levels of proficiency needed for each competency ranging from "work ready" to "specialist."

America's Choice: (1) a new world class educational standard needs to be set and met by all students at age 16 (2) a "Certificate of Initial Mastery" is an essential credential as a gateway to work or higher education (3) A system of technical and professional certificates and associate degrees need to be created for the majority who do not go to college (4) Employers should be given incentives to train their workforce and pursue becoming high performance organizations (5) A system of employment and training boards needs to be established to oversee the shool-to-work transition programs and training systems the report proposes.

ISSUE: Standards or Competencies

America 2000: Standards will be developed in conjunction with a National Education Goals Panel. These will be world class standards for each of the five core subjects (English, math, science, geography and history) and will represent what young Americans need to know and be able to do if they are to live and work successfully in today's world. They will incorporate knowledge and skills. They would be measured in grades 4, 8, and 12. In conjunction with the National Education Goals Panel a new, voluntary nationwide examination system will be developed based on the five core subjects and tied to the standards. The tests will be designed to foster good teaching and learning as well as to monitor student progress. Colleges will be urged to use these American Achievement Tests in admissions. Employers will be urged to pay attention to them in hiring. Citations will be awarded to high school students who do well on the American Achievement Tests.

The SCANS Report: Whether they go next to work, apprenticeship, the armed services or to college, all young Americans should leave high school with the know-how that they need to make their way in the world. The SCANS foundation, competencies and proficiency levels will be used by the National Education Goals Panel in its development of world class standards and the proposed American Achievement Tests. Employment and training programs like the Job Training Partnership Act (JTPA) are being asked to see to it that SCANS foundations and competencies are incorporated into their curricula as part of America's second chance system for adult learners (America 2000 Track # 3 "A Nation of Students" and Goal # 5 "Literate Adults With The Skills Necessary To Compete").

America's Choice: Proposes that all American students meet a national standard of excellence by age 16 or soon thereafter: a demonstrated ability to read, write, compute and perform at world class levels in general school subjects (math, physical and natural sciences, technology, history, geography, politics, economics and English), and have exhibited a capacity to learn, think, work effectively alone and in groups to solve problems. This would be measured through a series of performance-based assessments that incorporate the standards for which students can explicitly prepare. It would allow students to collect credentials over a period of years. Cumulative in nature, it would provide multiple opportunities for success rather than a single, high-stakes moment of possible failure. It would also allow students who are not performing well in the mainstream to earn credentials under other educational auspices, at a different pace. After demonstrating achievement, the individual would be awarded a "Certificate of Initial Mastery." This

certificate would be required for entry into all subsequent forms of education including college preparatory and certified professional and technical programs. Students could assemble credentials at their own pace, and the criteria for any specific credential would not vary no matter what age the student. Additionally, such a credential would mean the same thing to any prospective employer. Assessment standards and certification procedures would be set by the establishment of an independent national examining organization that broadly represents educators, employers, and the citizenry at large (independent of schools and schools systems, protected from political pressures).

EDITORIAL COMMENT ON RELATIONSHIP OF REPORT RECOMMENDATIONS:

* All of these cornerstone reports agree on the need for standards. America 2000 calls them "demonstrated competencies." The SCANS Report calls them "workplace know-how." America's Choice sees them embodied in a "Certificate of Initial Mastery." America's Choice proposes such standards in the same subjects as America 2000 but breaks the topic of science down into physical and natural science, and adds to the list technology, politics and economics. As with the SCANS Report, America's Choice describes the use of knowledge to solve problems, alone and in groups (an implicit endorsement of the kinds of workplace scenarios and work-based learning SCANS recommends).

* America 2000 envisions that progress assessments be made in grades 4, 8 and 12. SCANS, as a companion piece to America 2000 acknowledges how its competencies would fold into the President's education assessment strategy in the same way. America's Choice speaks of cumulative assessments but provides only the mastery end point of "by age 16 or soon thereafter."

* America 2000 sees the instruments for assessment as VOLUNTARY TESTS. SCANS is relatively silent on the issue, intending in February of 1992 to provide some broad options on assessment techniques, but again, one can assume those would agree or accomodate themselves to the voluntary American Achievement Tests proposed by the President's education strategy. America's Choice DOES NOT SEE THE ASSESSMENT PROCESS OR THE CERTIFICATE OF INITIAL MASTERY AS VOLUNTARY. Rather, it seems to propose that once broad, objective agreement is reached on both standards and assessment methodologies, that the Certificate of Initial Mastery would be a REQUIREMENT in order to pass on to any next step in the formal process of education/training. America 2000 and SCANS are silent on the implications of refusal to participate in voluntary testing but offer incentives to participate (such as strong use of results by employers and colleges and the offering of special recognition and scholarships based upon achievement).

* Both America 2000 and America's Choice propose the creation of an independent entity for setting standards and considering

assessment methodologies.

* America 2000 is silent on the incorporation of its standards into the second chance system like JTPA (although it is implicit in it's proposed "Skill Clinics" - which will be discussed later in this paper). As a gateway requirement, America's Choice Certificate of Initial Mastery would speak to JTPA as well, assuming that JTPA-earned credentials would of necessity be equal to a Certificate of Initial Mastery in order to have meaning to an employer in exercising his/her hiring decision.

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ISSUE: Relationship To Job Training Partnership Act (JTPA) And The Employment Service (ES)

America 2000: Does not mention JTPA/ES specifically, but proposes that communities establish Skill Clinics as part of the implementation strategy. Defines a skill clinic as a career service center that provides assistance to adults seeking further education and training. The clinics would offer diagnostic workshops, skill proficiency tests, industry-specific job skill assessments, career counseling and referral. Suggests that some communities have such clinics already integrating education, labor and health and human resources. Also suggests that such clinics can be located in community colleges, local businesses, adult education centers, high schools, vocational-technical institutes, community-based organizations, libraries, universities or "be part of a number of education, job training or social service programs."

The SCANS Report: Mentions that SCANS proficiencies should also be sought by workers whose firms do not provide them with training or who are looking for work and are served by adult education and training programs including those administered by the Department of Labor under the Job Training Partnership Act or the Department of Health and Human Services under the Family Assistance Act (the JOBS Program). NOTE: Assistant Secretary of Labor Roberts Jones has asked that the Department begin a planning process to assure SCANS competencies are included in JTPA curricula.

America's Choice: Proposes that each major labor market have an Employment and Training Board which operates a special Youth Center overseeing school to work transition for young people (including high school drop outs); operates a second chance system for adults seeking the Certificate of Initial Mastery; operates the system for awarding technical and professional certificates of mastery at the local level; manages a labor market information system; operates the job service and coordinates existing programs. Proposes that in cases where labor, management and the community agree they have been effective, Private Industry Councils could be used as a base on which to build the boards. Also proposes a State level parallel structure and a national level President's Cabinet Council for coordination of Federal government policy and programs relating to human resources policy.

EDITORIAL COMMENT ON RELATIONSHIP OF REPORT RECOMMENDATIONS:

Both America 2000 and SCANS seem to view JTPA and the Employment Service (they are not mentioned by name in America 2000) as one small piece of a much grander design - a piece which might play

a limited role (as a skill clinic, for example) should the market select it. The approach is similar to that taken by Congress in drafting the JOBS welfare reform legislation where JTPA is acknowledged as one of a crowd of potential providers which must compete and be selected on the basis of merit. America's Choice also views JTPA and the Employment Service (mentions them specifically) as a piece, but seems to see many possibilities in building on their already in place structure. While not calling JTPA/ES "presumptive", the America's Choice report acknowledges their availability and describes a logic in capitalizing on it.

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ISSUE: Financing

America 2000: This strategy views the states and localities as "senior partners in paying for education." America 2000 literature is unambiguous in emphasizing the point that "State and local governments provide more than 90% of all education funding - a responsibility that both the President and the governors have concluded should not be altered...The answer does not lie in spending more money on old ways - but to redirect our resources and our energies to new approaches." The America 2000 strategy challenges localities across the country to become America 2000 Communities. An America 2000 Community is one designated by a Governor after it has (1) adopted the six national education goals for itself (2) set a community strategy for achieving them (3) developed a report card to measure results and (4) agreed to create and support a "New American School." These schools will reach the national education goals at operational costs not exceeding those of conventional schools, but will do so in new and creative ways. The administration proposes to provide $1M in federal start up funds for one New American School for each of the 535 Congressional districts as well as for the District of Columbia, Puerto Rico and the U.S. Territories. The President has requested $690 million in the 1992 budget in order to implement this (the $690 does not include dollars already in programs like those of the Departments of Labor and Health and Human Services). In addition, the President has formed the New American Schools Development Corporation, a private, non-profit organization committed to raising $150-200 million to support the research, design, development, and implementation of a select number of "break-the-mold" schools. To become a "break-the-mold" school (and receive special technnical assistance from the Development Corporation), community design teams will be able to bid against the $150-200 million through an RFP process to be issued in the spring of 1992. The administration plans to have 535+ America 2000 Communities in place by 1996.

The SCANS Report: Since SCANS foundation skills and competencies are to be folded into America 2000 activities, no funds have been earmarked specifically for implementation of the Commission's recommendations.

America's Choice: The report looks at 3 major cost items and proposes methods and sources for funding. (1) One of the report recommendations deals with the establishment of an Employment and Training Boards which, among a host of responsibilities, is charged with operating a special Youth

Center overseeing school to work transition and drop out programs for young people. School districts losing students who are dropping out would be required to notify the nearest Youth Center and transfer the average per-pupil expenditure (including all State and Federal funds) that the school would have received for that student to the Youth Center. Payment would continue until the student received the Certificate of Initial Mastery or reached aged 21, whichever comes first. But the report also says that it is unreasonable to expect beleaguered central cities and rural communities to pay additional costs of dropout recovery without help from outside the community. "That help should be forthcoming from both State and Federal governments (from reallocating funds that now go to wealthier districts, but most likely from new revenues)." (2) The report also makes clear that the Commission believes that our society should provide the resources to allow all students to pursue professional and technical certificates. At one extreme, the report suggests how a "GI Bill" type of system could be funded from general revenues to guarantee eveyone four free years of education beyond their initial certificates. It posits that studies indicate that the GI Bill paid for itself many times over in increased income for America. At the other extreme, it suggests a self-financing scheme where the government would loan all students the funds for post-secondary professional, technical or college education and then recoup the loan through a surcharge on an individual's income taxes. The Commission calls upon the National Center on Education and the Economy to convene a panel of experts to provide specific recommendations (3) The Commssion also recommends that the federal government require all employers to annually allocate a minimum amount of funds (approximately 1% of their payroll with the amount increasing progressively over the decade) to send their employees through certified education and training programs. Employers failing to meet this target would be required to contribute the same amount to a National Skills Development Fund. This would be used to train temporary, part-time, dislocated and disadvantaged workers whose training employers would probably not underwrite. All companies regardless of size or type of business (including local and State government) would participate. Each year employers would be asked to certify that they had met specific training and education requirements, perhaps as part of the Unemployment Insurance tax form.

EDITORIAL COMMENT ON RELATIONSHIP OF REPORT RECOMMENDATIONS:

* America 2000's financing is considered to be one-time jump start dollars, $690 million of which would would come from the 1992 budget (presumably from shifting of funds as opposed to the raising of new revenues) and $150-200 million of which would come from privately raised monies. There would be no mortgages past the 1996 target date for the implementation of 535+ New American Schools.

* America's Choice's financing would be a "break-the-mold" departure from the "normal" way of doing business. It would require transfering school system dollars to another entity; provide a government guarantee of educational opportunity and equity through realignment of educational funds among communities in a State; set up a guaranteed loan program which could require subsequent intervention into the income tax system to recoup costs; and the institution of a new employer tax. None of these would be one time costs.

* America 2000 reflects volunteerism and a marketplace mentality with minimal government intervention. America's Choice reflects a partial marketplace mentality (as in school systems losing funds comensurate with their numbers of dropouts) and strong government intervention (employer requirements and tax) to achieve agreed upon socio-economic goals, mirroring decisions and methods already underway in many industrialized countries.

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**ISSUE: The Role Of Business**

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America 2000: Strategy literature says that the Business Community will jump start the research and development teams that will design the New American Schools, and use the American Achievement Tests in hiring decisions. In addition, business will develop and use its own skill standards, and "perhaps most important, will provide people and resources to help catalyze needed change in local schools, communities and State policies."

The SCANS Report: Literature says that employers must orient their business practices to hiring and developing the SCANS know-how in employees. It asks employers to reorganize the workplace into the high-performance environment of the future and to invest in employees so that they can obtain the skills needed to succeed in the new global world competition. The report also asks business to tell educators clearly what kinds of specific skills are needed and to work with them to see to it that students achieve them (make sure your local school board never loses sight of these in their instructional planning).

America's Choice: This report challenges business to participate in defining certification standards for two to four-year programs of professional preparation in a broad range of occupations (combining general education with specific occupational skills and containing a significant work component). It would require all employers to invest at least one percent of their payroll for the education and training of their workers, having those that did not participate contribute that one percent to a general training fund to be used by states to upgrade worker skills. It also asks business to participate as members of Federal, State and local Employment and Training Boards to organize and oversee the new school to work transition programs and training systems the report proposes.

EDITORIAL COMMENT ON RELATIONSHIP OF REPORT RECOMMENDATIONS

* There are no requirements or mandated costs for business in either America 2000 or The SCANS Report (although America 2000 has challenged business to contribute the $150-200 million in funds for the New American Schools Development Corporation).

* Some discomfort among educators has been expressed at Community meetings in New England at the subtitile of The SCANS Report which is "What Work Requires of Schools." The expressed feeling has been that there should be a

reciprocity in articulating "What Schools Require of Work."

* America's Choice places a great deal of responsiblity on the Business Community in order to achieve a turn-around of what it views as a national emergency. The report compares the laisez-faire nature of business organization and operation in America with our international competitors and concludes that dramatic action must be taken. This includes requirements for business, both social and financial.

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ISSUE: For Further Information

America 2000: Call the US Department of Education

1-800-USA-LEARN
(1-800-872-5327)

The SCANS Report: Call the US Department of Labor

1-800-788-SKILL

America's Choice: Contact the National Center on Education
And The Economy
P.O. Box 10670
Rochester, New York 14610

## A Final Note

This "crosswalk" paper does not cover every suggestion and idea articulated in America 2000, The SCANS Report, or America's Choice To do so would be to produce a report larger than the combination of the original documents. We do not, for example, focus upon the topics of Governors Academies for Teachers; the nature of School Report Cards; or the nature of in-house company training and reorganization to reach the status of "high performance." Rather, the crosswalk paper focuses upon those few key issues most germaine to the current agenda of the Employment and Training Administration in the New England region. We also encourage readers to add other strategies to the crosswalk format and to share their products with us.

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